



**OFFICE of  
EDUCATION INNOVATION**

*Charter Workshop – June 2014*

# Welcome!



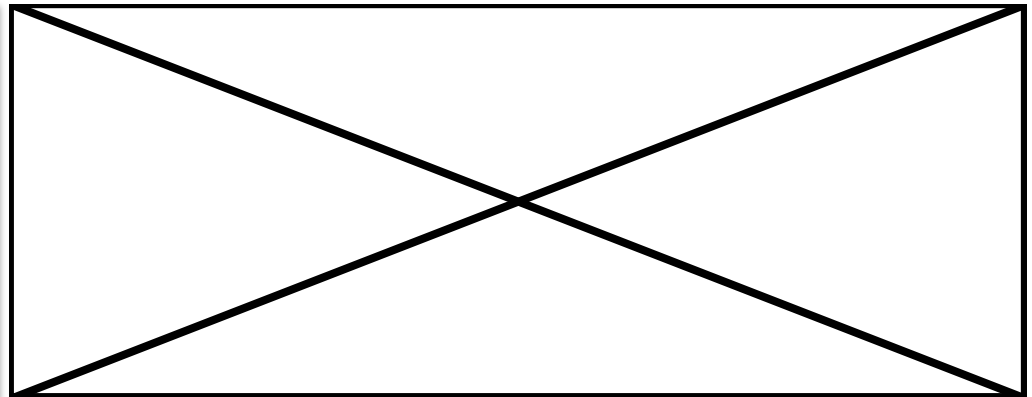
*We're so glad you're here! Please take this time to **network** with other leaders, **find a seat**, and **create a name tent** for yourself.*

*Your name tent should include:*

- *Your name*
- *Your school or network*
- *Your position*



Workshop will  
begin in:



## Welcome & Overview of Mayor's Vision

MSCS Oversight & Reporting Requirements

MSCS Charter Amendment Guidelines

OEI Updates & 2014-15 Meeting Calendar

NWEA Presentation (Optional)

*We're excited to share a lot of updates and information with you today!*

## Logistics & Information

- Restrooms
- Index Cards for Questions



*In low-income communities across our country<sup>1</sup>....*

*~~One-third of the children in the United States are not receiving an equitable education~~*

	4th Grade ISTEP+ Pass Rates <sup>2</sup>	Graduation Rates <sup>3</sup>	Graduates Passing AP Exam <sup>3</sup>
IPS	51% pass	65% graduate	<b>4% pass</b>
Lawrence	59% pass	<b>84% graduate</b>	29% pass
Wayne	<b>63% pass</b>	88% graduate	28% pass
Zionsville	91% pass	97% graduate	57% pass

<sup>1</sup>Teach For America

<sup>2</sup>\*The Shared Challenge of Quality Schools: A place-based analysis of school performance in Indianapolis. Available: <http://iff.org/resources/content/2/8/documents/INDreport.pdf>

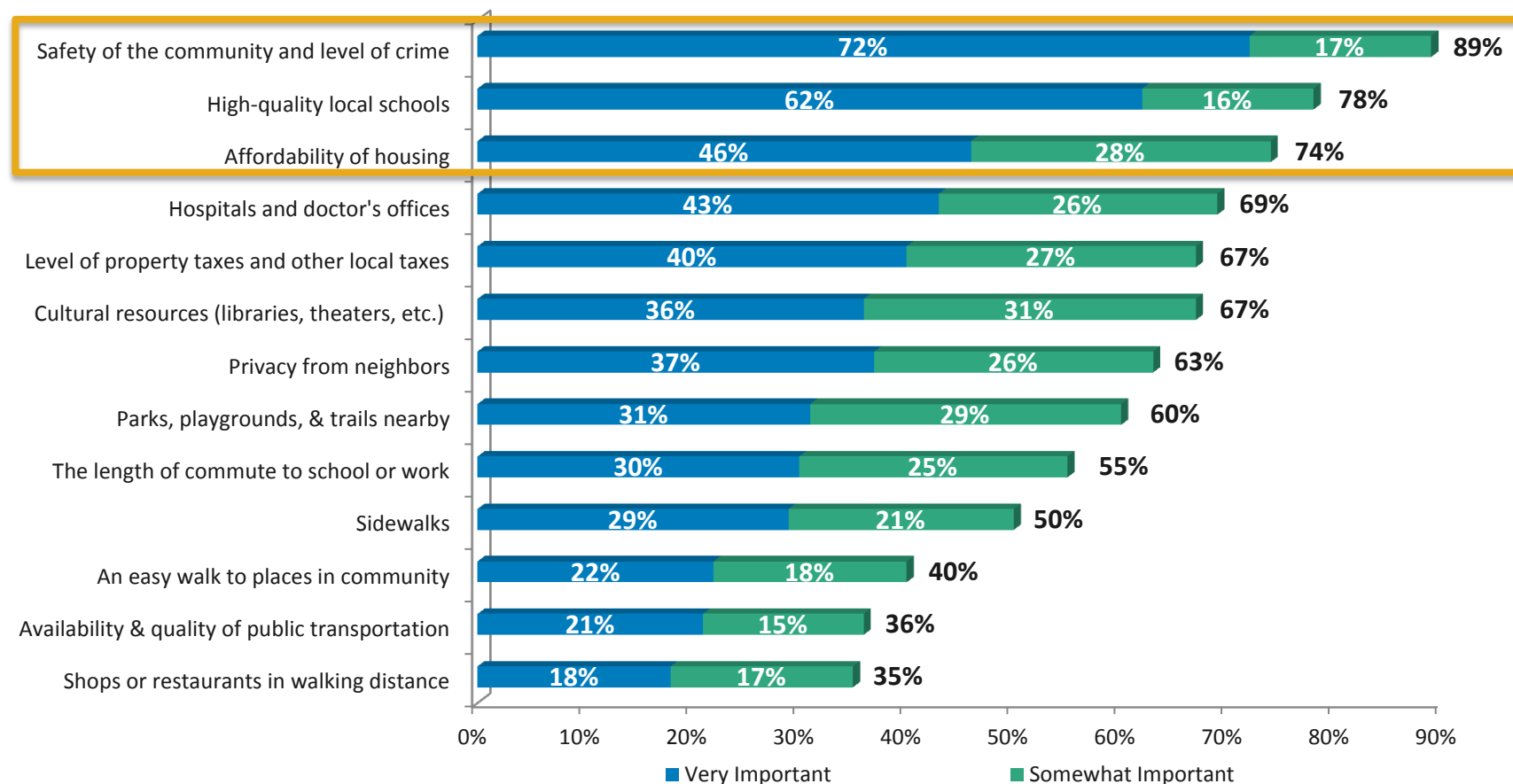
<sup>3</sup><http://compass.doe.in.gov/>, 2012 ISTEP+ results <sup>3</sup> <http://compass.doe.in.gov/>, 2010-2011 results

# The stakes are high for our neighborhoods



Based on the Community Preference Survey, there are **three main factors** that most influence **where residents choose to live: safety, schools, and housing**. These must be **a focus of our ongoing efforts**.

## Importance of Neighborhood Features and Amenities<sup>1</sup>



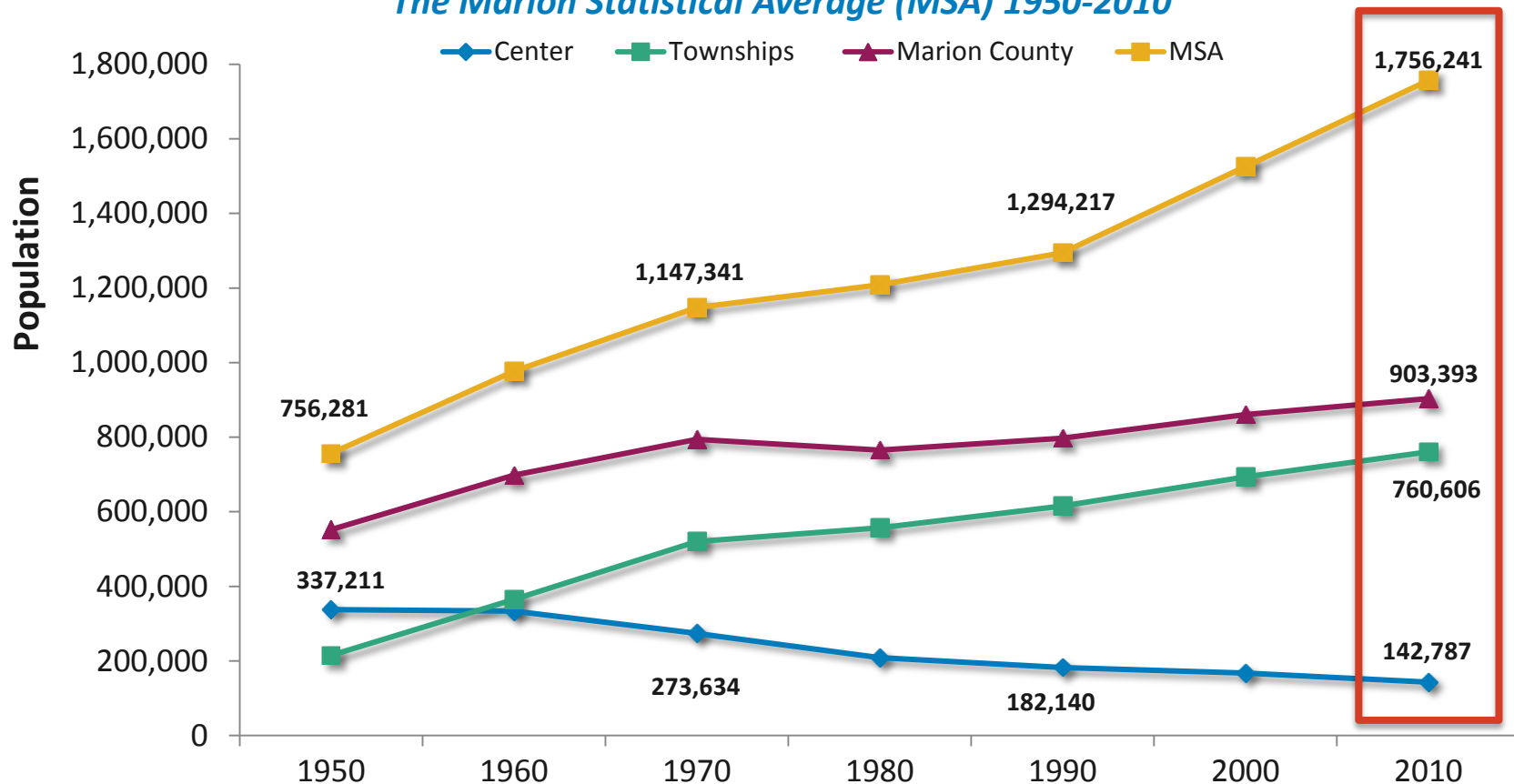
<sup>1</sup>Adapted from Community Preference Survey sponsored by MPO and MIBOR

## The stakes are high for Indianapolis



According to a recent campaign of “What’s Possible?” community conversations, 83% of questionnaire respondents agreed that the **quality of local schools is a critical factor in where they choose to live.**

**Population Change in Marion County vs.  
The Marion Statistical Average (MSA) 1950-2010**

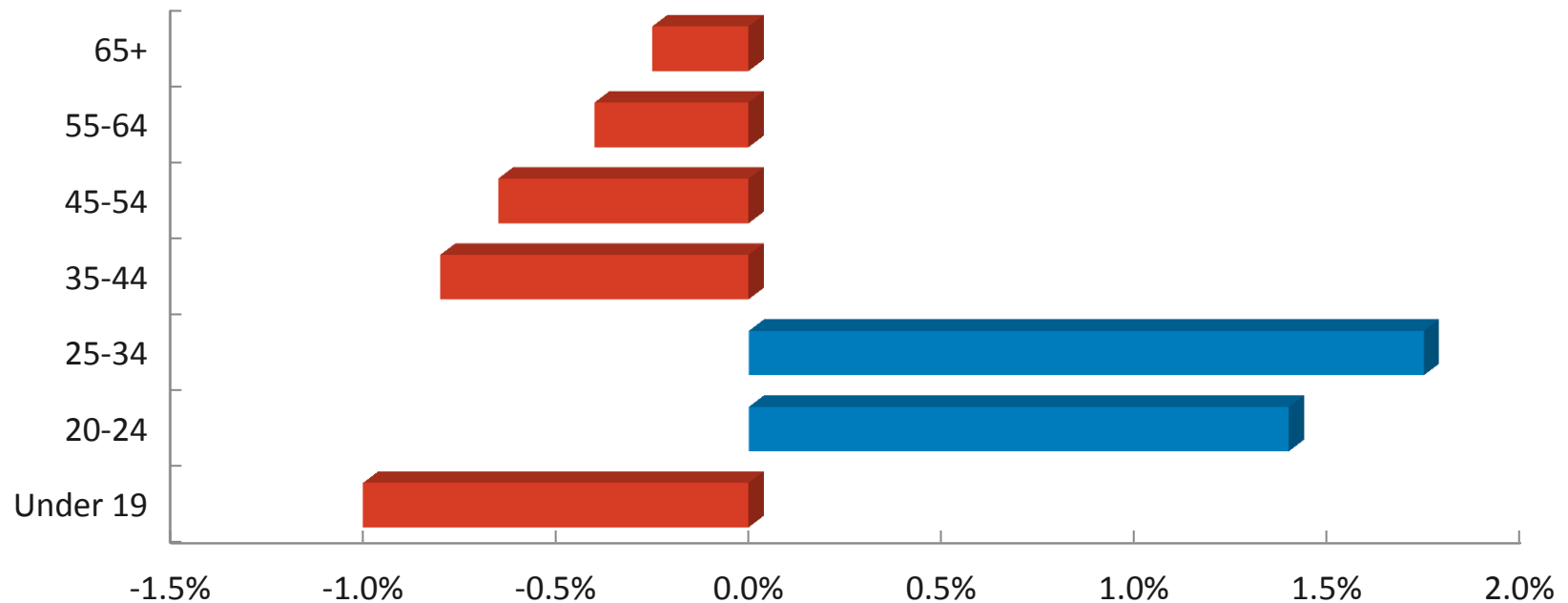


## We're losing families with school-aged children



*Families with school-aged children are leaving our city in comparison to our surrounding counties. This negatively affects the fiscal health and competitive position of our city by causing tax revenue, social capital, and political capital to decline.*

**Marion County Population by Age Relative to MSA<sup>1</sup>**



*The bars show the difference between the share of each cohort in Marion County relative to the share in the MSA (e.g., Marion County has a nearly 1.5 percent higher share of 20-24 year olds than the MSA as a whole).*

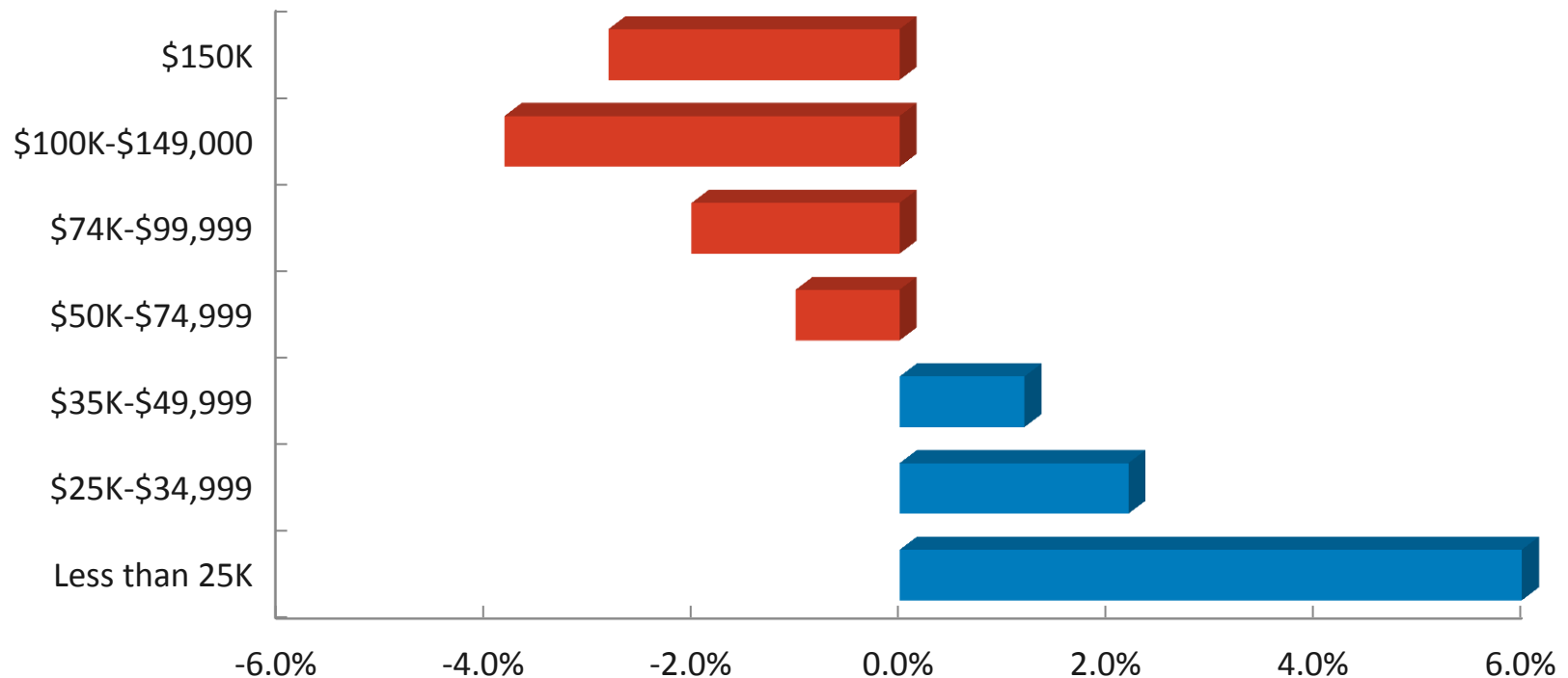
**Notes:**

1. Research by the IU Public Policy Institute

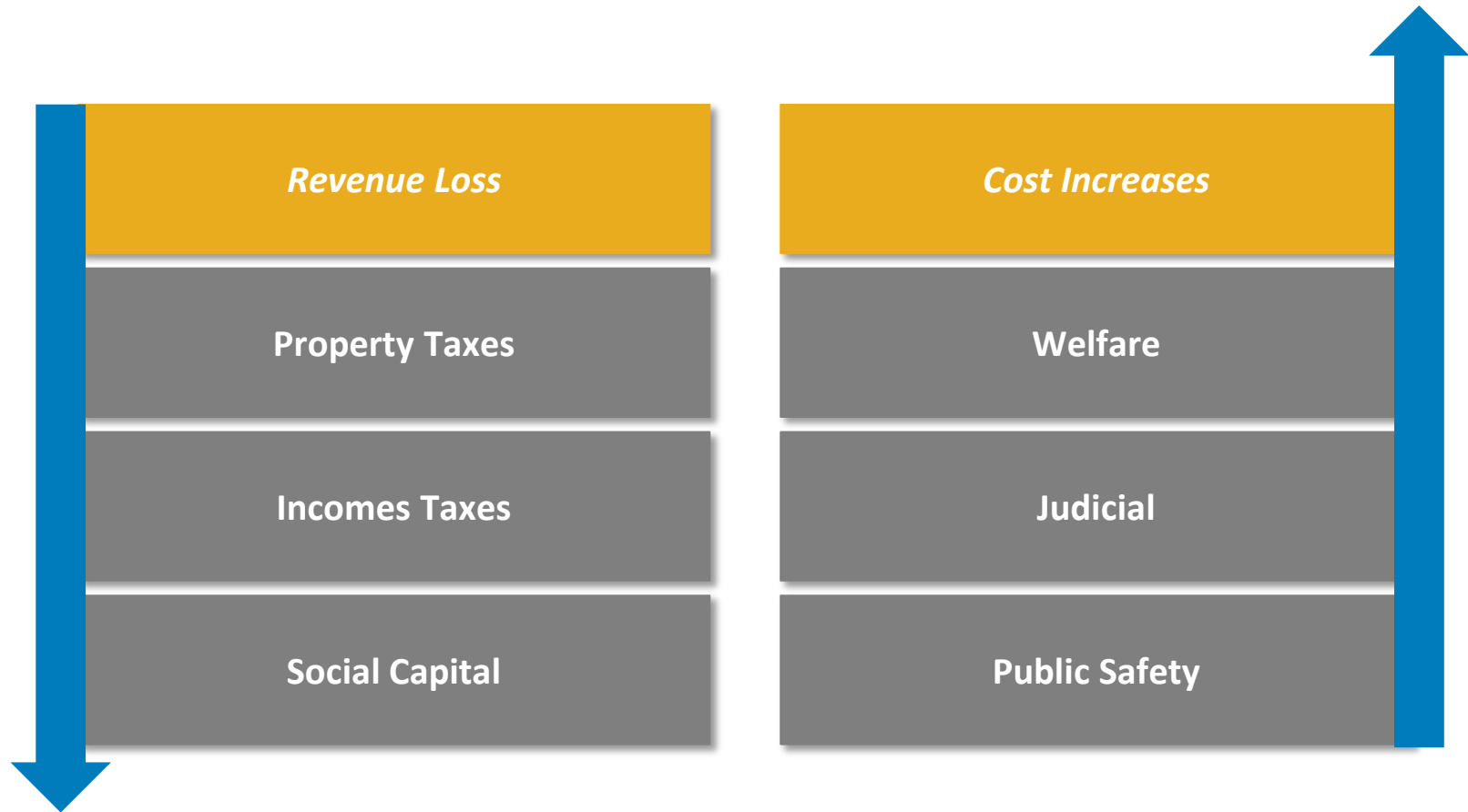


*The families leaving our city have the greatest earnings and earnings potential thereby multiplying the impact of the problem. We will be unable to support the residents living here if we continue to lose these residents.*

**Marion County Population by Income Level Relative to MSA<sup>1</sup>**



*Without these residents, we have fewer resources to **invest in public safety, infrastructure, and to address the challenges associated with poverty.***



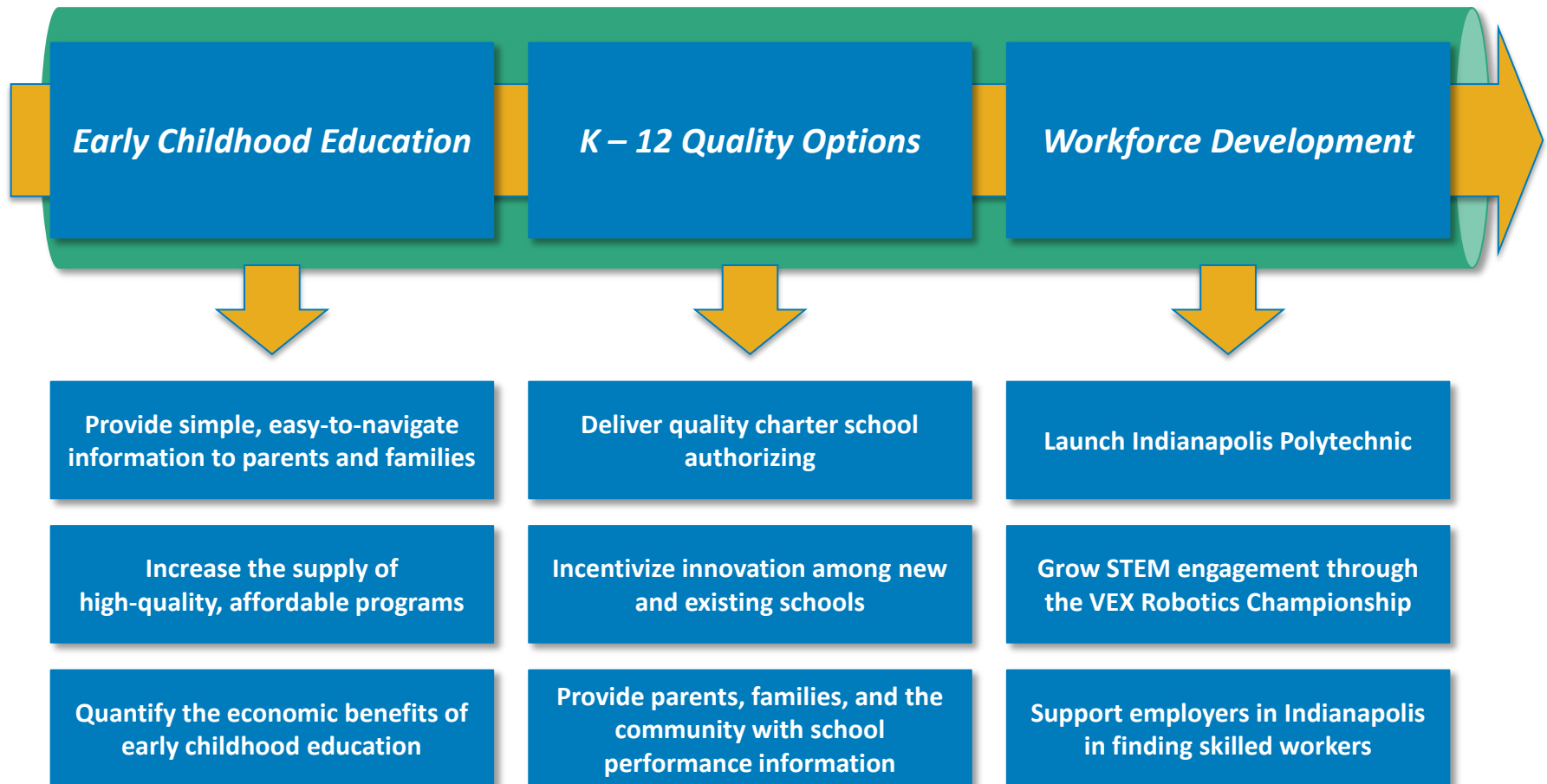
# The best city to live, work and raise a family



*Our vision focuses on public safety, education and workforce, housing and infrastructure, economic development, cultural identity, and public policy in partnership with the community, businesses, and philanthropic organizations.*



*All children in every neighborhood deserve access to an education that enables them to define their own life path. Commitment to this vision begins with **early childhood education**, continues through **K-12 options** and lasts through higher education and **workforce development**.*



***Our vision is to work collaboratively with the community to provide high-quality and innovative school options that meet the diverse needs of students, families, and our city.***

Welcome & Overview of Mayor's Vision

## **MSCS Oversight & Reporting Requirements**

MSCS Charter Amendment Guidelines

OEI Updates & 2014-15 Meeting Calendar

NWEA Presentation (Optional)

*We've made several changes to the Master Calendar of Reporting Requirements in an effort to minimize reporting while complying with charter statute. A brief highlight of changes is below. This list **does not** encompass all changes.*

Added/Revised	DOE-RT & DOE-STN Reports	<ul style="list-style-type: none"><li>▪ Required to calculate Indicator 1.4</li><li>▪ Submitted twice/year (October &amp; March) in a provided template</li></ul>
	Vendor Management Verification	<ul style="list-style-type: none"><li>▪ Required to submit verification of pre-audit planning in a provided template</li><li>▪ Vendor management is required for timely submission of audits</li></ul>
Removed	Formative Assessment Results	<ul style="list-style-type: none"><li>▪ Will be accessed through IDOE Data Sharing Agreement &amp; NWEA Partnership</li></ul>
	Quarterly Compliance Letter	<ul style="list-style-type: none"><li>▪ Adjusted to an annual letter assuring compliance with all applicable laws</li><li>▪ Allows fewer reporting requirements related to financial curriculum, SpEd, etc.</li></ul>

## NEW! Master Calendar Templates



During the 2013-14 school year, many schools expressed a desire for an **expected format** for all documents. OEI has developed **templates** for all compliance documents to be submitted, with the exception of some financial documents.

Each month has its own workbook.

July.Templates. - Microsoft Excel

Q13

Quarterly Report

School Name

Quarter

Date

Enrollment

Average Daily Attendance

Average Daily Membership

Expelled Students

Reason for Expulsion

Number of students currently on waitlist

Number of students enrolled off of waitlist this quarter

Individuals leaving or joining the board?

Changes to the board meeting schedule?

Were there any months this quarter the board did not meet or failed to meet?

Conflicts of interest?

Attendance Rate

Q4 Report

Each required report for the month has its own tab.



## NEW! Quarterly Report Template



OFFICE of EDUCATION INNOVATION

### Quarterly Report

School Name

Quarter

Date

Enrollment

Average Daily Attendance

Average Daily Membership

Expelled Students

Reason for Expulsion

Number of students currently on waitlist

Number of students enrolled off of  
waitlist this quarter

Individuals leaving or joining the board?

Changes to the board meeting schedule?

Were there any months this quarter the  
board did not meet or failed to meet

Conflicts of interest?

Validation  
controlled

Auto-calculating

Attendance Rate



*While there are no major substantive changes to the performance frameworks, there have been minor adjustments in a few areas.*

## Core Question 1: Academics

- No changes

## Core Question 2: Finances

- Revised rating levels to recognize schools that have met standard for all sub-indicators and make overall ratings more predictable

## Core Question 3: Governance

- Updated language for consistency
- Added organizational goals

*No changes to Core Question 4: Conditions for Success*

## Changes to Core Question 2: Financial Indicators



*Rating levels have been revised to **recognize schools** that meet standard for all sub-indicators and to make overall ratings **more predictable**. Let's walk through an example using the short-term health indicator, 2.1.*

	2013-14 Roll Out	2014-15 Revision
Exceeds Standard	Rating not available.	School meets standard on all sub-indicators.
Meets Standard	School meets standard for all sub-indicators.	School meets standard on 4 sub-indicators and approaches on the remaining sub-indicator.
Approaching Standard	School presents concerns in no more than one sub-indicator.	School meets standard on 4 sub-indicators and does not meet standard on the remaining OR school meets standard for 3 sub-indicators and approaches for remaining 2.
Does Not Meet Standard	School presents concerns in more than one sub-indicator.	School does not meet standard on 2 or more sub-indicators.

## Changes to Core Question 2: Financial Indicators



Based on Indicator 2.1, below are a *variety of scenarios* that could lead to each rating level.

	Enrollment Variance	Feb. Enrollment Variance	Current Ratio	Days Cash on Hand	Debt Default
Exceeding standard	MS	MS	MS	MS	MS
Meeting standard	MS	MS	MS	AS	MS
Approaching standard	MS	AS	AS	MS	MS
	DNMS	MS	MS	MS	MS
Does not meet standard	DNMS	MS	MS	DNMS	MS

*It is important for schools to **manage their vendors** to ensure that all services are rendered in a timely manner. This **includes the audit process**.*

**The audit MUST be submitted to SBOA by November 30, 2014.**

### Why it matters

- OEI is required by statute to provide all schools with an annual accountability report
- Timely receipt of audit allows OEI to provide schools with feedback that can be used in second half of fiscal year

### Consequences

- Late submission will result in the school not meeting financial reporting requirements in its accountability report

*OEI strives to make compliance meetings **collaborative** and **thought-provoking**. This is **not possible without timely submission of financial data**.*

**Statements are due on the 1<sup>st</sup> of each compliance month or FOUR business days prior to meeting.**

### Statements include:

- Profit & Loss (including budget to actuals)
- Balance sheet

**What happens if documentation is NOT received FOUR business days prior to meeting?**

### First Occurrence

- OEI will run data against performance framework
- Written Warning

### Second Occurrence

- OEI will NOT run data against performance framework & will expect the school's representative to walk OEI through statements
- OEI reserves the right to document concerns in accountability report





## Changes to Core Question 3: Minor changes to governance & leadership indicators



*Sub-indicators were added to all rating levels for **consistency**, and to better distinguish between meeting and exceeding standard.*

	3.1: School Leadership – Meets Standard	3.1: School Leadership – Exceeds Standard
2013-14 Example 3.1: School Leadership	<ul style="list-style-type: none"><li>• Sufficient experience</li><li>• Stable leadership</li><li>• Effectively communicates</li><li>• Abides by all policies</li><li>• Clear roles and responsibilities</li><li>• Mid-course corrections</li><li>• Communicates mission and vision</li><li>• Communicates with board</li></ul>	<ul style="list-style-type: none"><li>• Exceptional experience</li><li>• Effectively communicates</li><li>• Mid-course corrections</li><li>• Communicates with board</li></ul>
2014-15 Example 3.1: School Leadership	<ul style="list-style-type: none"><li>a) Sufficient experience</li><li>b) Stable leadership</li><li>c) Effectively communicates</li><li>d) Abides by all policies</li><li>e) Clear roles and responsibilities</li><li>f) Mid-course corrections</li><li>g) Communicates mission and vision</li><li>h) Communicates with board</li></ul>	<ul style="list-style-type: none"><li>a) Exceptional experience</li><li>b) Stable leadership</li><li>c) Effectively communicates</li><li>d) Abides by all policies</li><li>e) Clear roles and responsibilities</li><li>f) Mid-course corrections</li><li>g) Communicates mission and vision</li><li>h) Communicates with board</li></ul>

## Changes to Core Question 3: Minor changes to governance & leadership indicators



*Indicator language was revised for additional **consistency**.*

	3.2: Compliance – Approaching Standard	3.2: Compliance – Meeting standard	3.2 Compliance - Exceeding Standard
2013-14 Example	a) Submission of all required compliance documentation in a timely manner	a) Submits all required compliance documentation in a timely manner	a) The school is consistent in the submission of all compliance documentation in a timely manner
2014-15 Example	a) Submission of all required compliance documentation in a timely manner	a) Submission of all required compliance documentation in a timely manner	a) Submission of all required compliance documentation in a timely manner

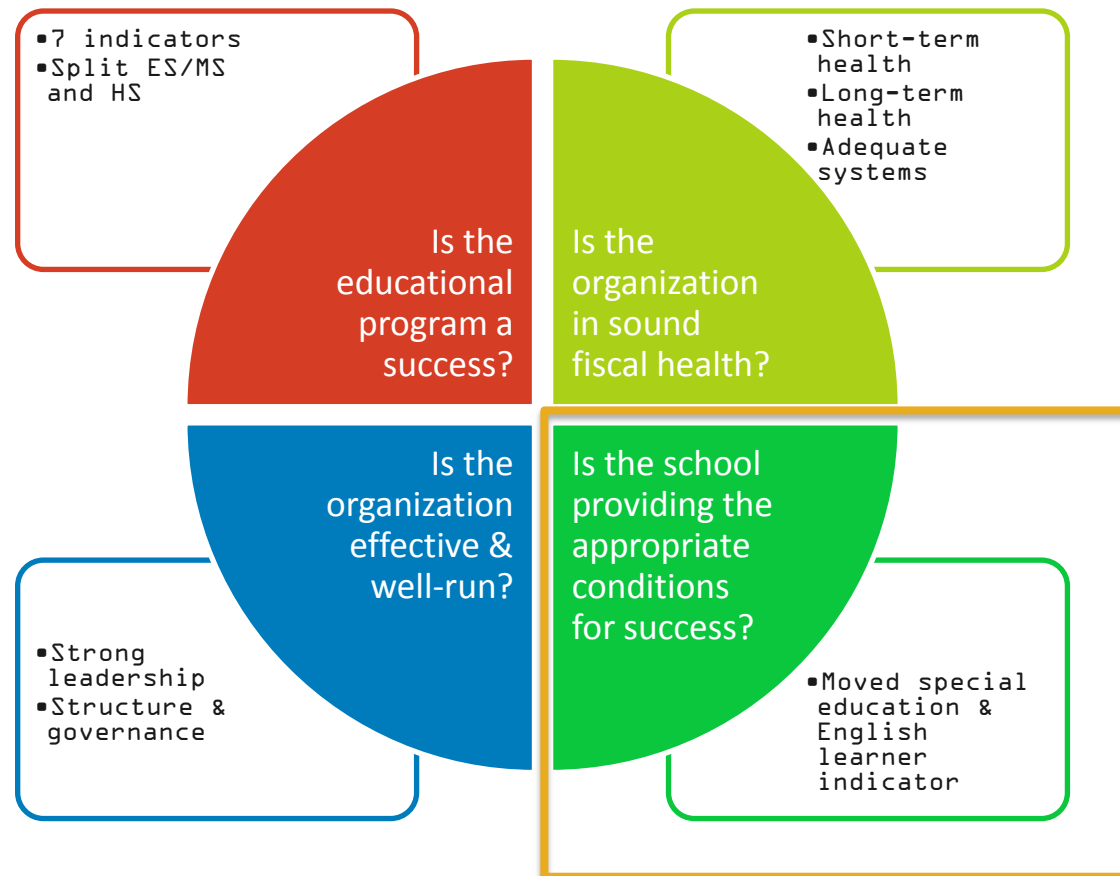
## Changes to Core Question 3: School-specific non-academic goals



*The performance framework did not allow us to hold schools accountable for organizational measurements laid out in the charter agreement. The additional of an **school-specific non-academic goal indicator** will allow for this accountability.*

3.6. Is the school meeting its school-specific non-academic goals?	
Exceeds standard	<p>TBD: Metrics determined based on school-specific non-academic goals, in conjunction with the school.</p> <p>School is exceeding standard on both school-specific organizational goals.</p>
Meets standard	<p>TBD: Metrics determined based on school-specific non-academic goals, in conjunction with the school.</p> <p>School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.</p>
Approaching standard	<p>TBD: Metrics determined based on school-specific non-academic goals.</p> <p>School is 1) approaching standard on one goal, while not meeting standard on the second, 2) approaching standard on both goals, OR 3) meeting standard on one goal, while approaching standard on the second.</p>
Does not meet standard	<p>TBD: Metrics determined based on school-specific non-academic goals, in conjunction with the school.</p> <p>School does not meet standard on either school-specific organizational goal.</p>

*While there are **no changes to Core Question 4** from 2013-14 school year, there were **updates to the external evaluation policies** in 2013-14 that have not been shared with all schools to date.*



## When is Core Question 4 evaluated?



*OEI has updated the timeline of evaluations to be **clear and streamlined**, while still allowing for Accountability Reports to be completed in a timely manner. All site visits are required to be **completed during the fall semester** in a timeframe that allows the consultant to deliver a final report to OEI by **December 31**.*

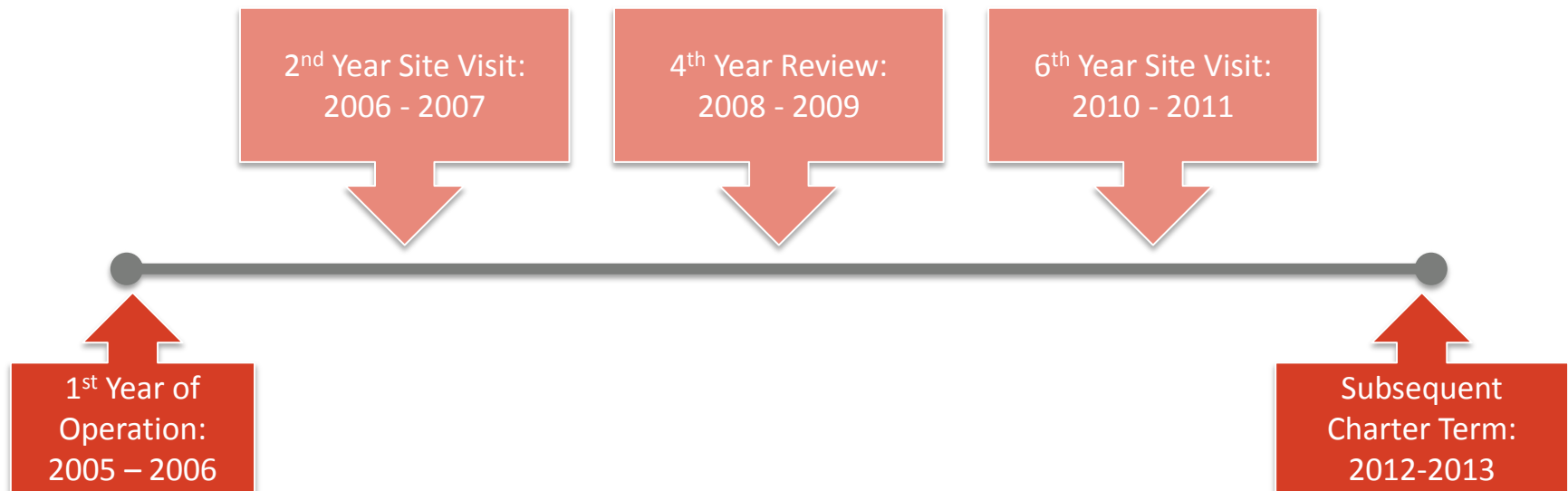
### First charter term

- 2<sup>nd</sup> year site visit
- 4<sup>th</sup> year comprehensive review
- 6<sup>th</sup> year renewal visit

### Any subsequent charter term

- 3<sup>rd</sup> year comprehensive review
- 6<sup>th</sup> year renewal visit

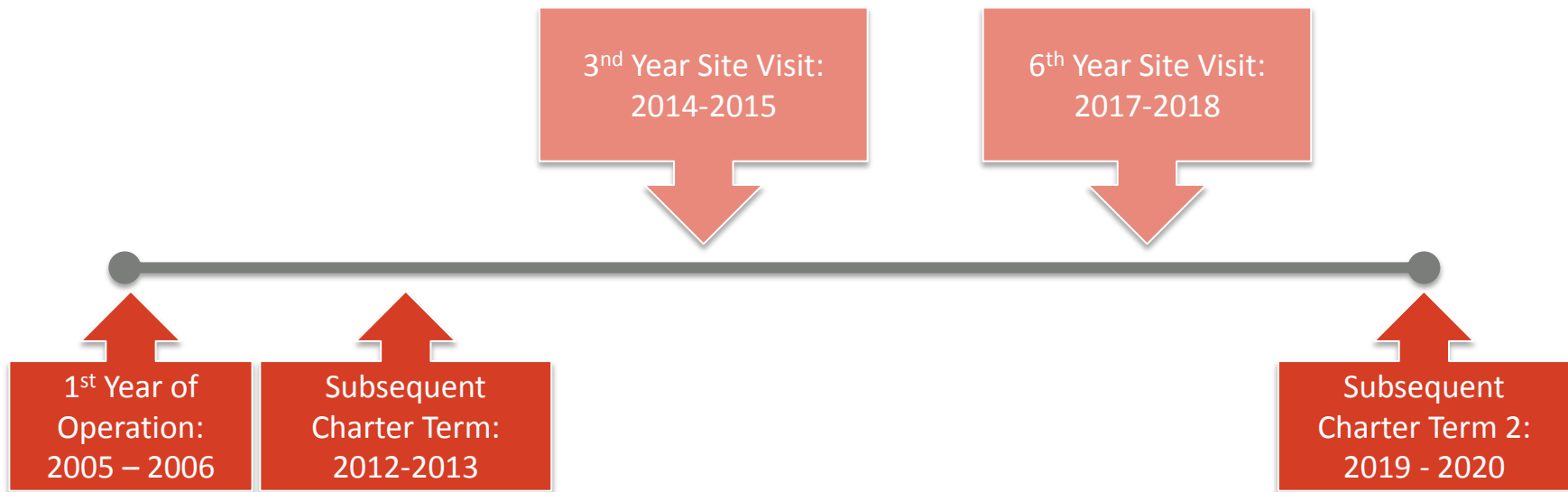
*In the first charter term, schools receive **three evaluations** of Core Question 4. The example below illustrates the years in which a school opening in Fall 2005 would receive a site visit.*



## Core Question 4 Evaluations: Subsequent Charter Terms



*In subsequent charter terms, schools receive **two evaluations** of Core Question 4. The example below illustrates the years in which a school opening in Fall 2005 would receive site visits during a subsequent charter term.*



## Who conducts Core Question 4 evaluations?



*OEI has vetted the following **list of external evaluators**, who have all agreed to conduct site visits and provide ratings on Core Question 4 of the performance framework. OEI will gladly meet with additional consultants when **recommended**.*

**Research & Evaluation  
Resources**  
Dr. Mary Jo Rattermann

**School Organizational  
Solutions**  
Dr. Terrence Harewood

**Marian University**  
Dr. Lindan Hill

**SchoolWorks**  
Kim Wechtenhiser



## When is my school's next required evaluation?



*OEI notified schools required to have a site visit in Fall 2014 in March. The 2014-15 Handbook includes a full calendar of required evaluations for all schools.*

### External Evaluation Calendar

**2YSV**

2nd year site visit

**4YCR**

4<sup>th</sup> year charter review

**6YR**

6<sup>th</sup> year review

**3YSV**

3<sup>rd</sup> year site visit

**6YR**

3<sup>rd</sup> year site visit



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NWEA Presentation (Optional)

*This document was designed to help answer the question: **Do I need an amendment for this?** Though it is meant to be thorough, **never hesitate to ask OEI** if you are in doubt.*

An amendment is necessary if there are **ANY** changes in the following categories:

- Location of school
- Enrollment structure / grade levels served
- Entry into contract with CMO, EMO or ESP

*This document was designed to help answer the question: **Do I need an amendment for this?** Though it is meant to be thorough, **never hesitate to ask OEI** if you are in doubt.*

An amendment is necessary if there are any **MATERIAL** changes in the following categories:

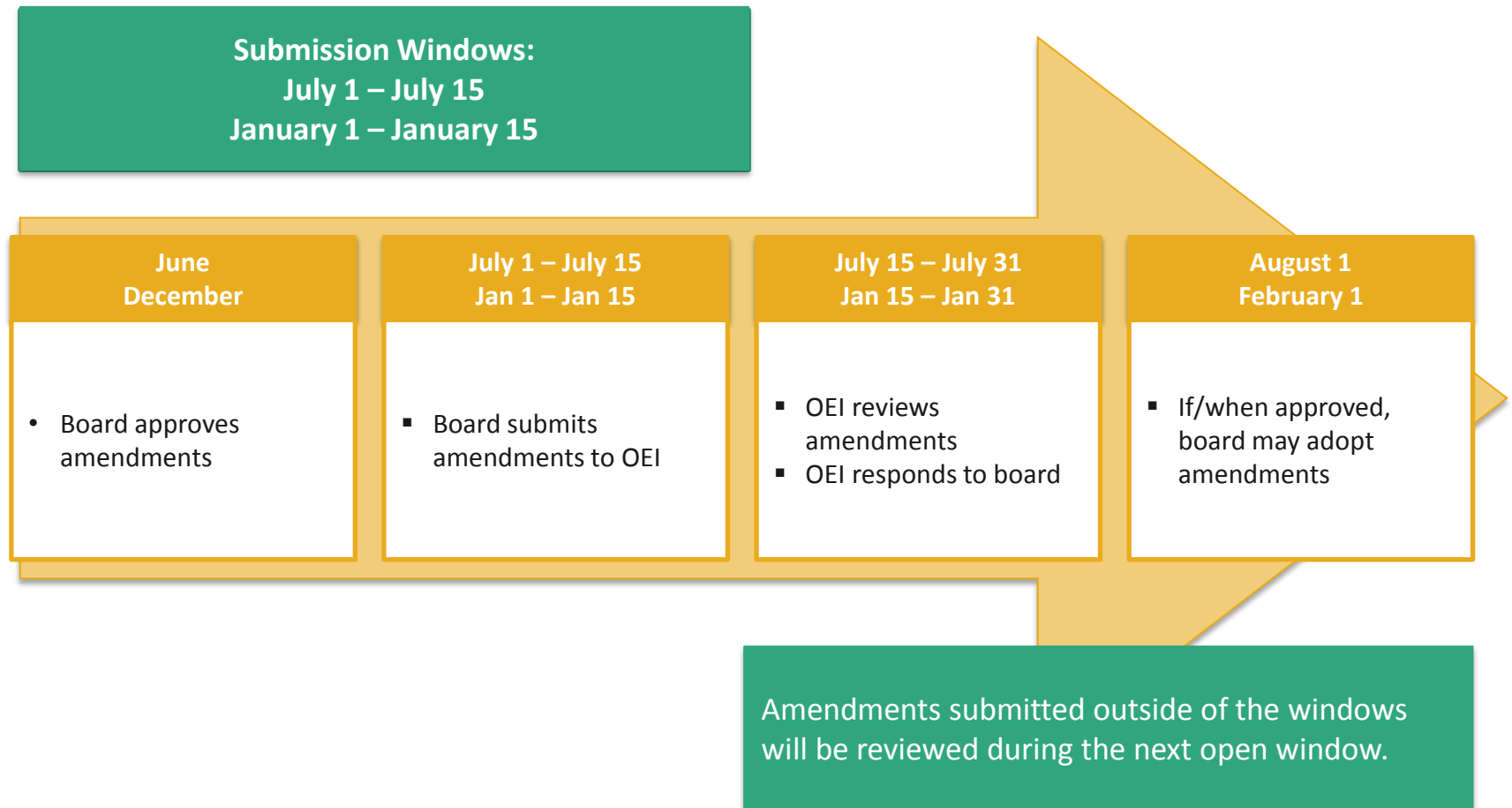
- Governance/Organizational structure
- Enrollment capacity
- Changes in contract(s) with CMO, EMO and/or ESP
- Charter school facility
- Budget and finances
- Academic or instructional programming

*The document also highlights several **examples of material vs. immaterial changes**. Though an amendment may not be required, it is **crucial to always communicate the changes with the Director of Charter Schools or an analyst**.*

This is only one example. Please refer to the Amendment Guidelines  
In Section 4 of your handbook.

	Material changes	Immaterial changes
Academic or Instructional Programming	<ul style="list-style-type: none"><li>• School mission: e.g., moving from a “STEM-based” mission to one focused on “leadership development”</li><li>• School goals: includes goals documented in charter and assessment methods used to monitor progress</li><li>• Education model: e.g., Core Knowledge, Project Lead The Way, AP, IB, dual credit, etc.</li><li>• Number of instructional days</li></ul>	<ul style="list-style-type: none"><li>• Course sequence or daily course schedule (so long as the same credits and core classes are offered)</li><li>• Remediation or enrichment services (e.g., clubs or tutoring)</li><li>• Staffing structure</li><li>• Curriculum materials (e.g., textbooks and online programs)</li></ul>

*The document outlines two **windows for submitting amendments** and a **timeline of actions** that will occur.*



*There are very **limited instances** where an **immediate amendment** may be necessary and should be submitted outside of the windows.*

An IMMEDIATE amendment is necessary in the following situation(s):

- Enter into, or termination of, contract with CMO, EMO or ESP

*In this case, the situation should be communicated to the Director of Charter Schools as soon as possible and arrangements for an amendment will be made.*



*OEI is requiring **two charter amendments from all schools**; as in the past, we will prepare these amendments for you, but amendments should be signed and submitted by **July 15**.*

Performance Framework Amendment

School-specific Non-academic goals  
Amendment



Welcome & Overview of Mayor's Vision

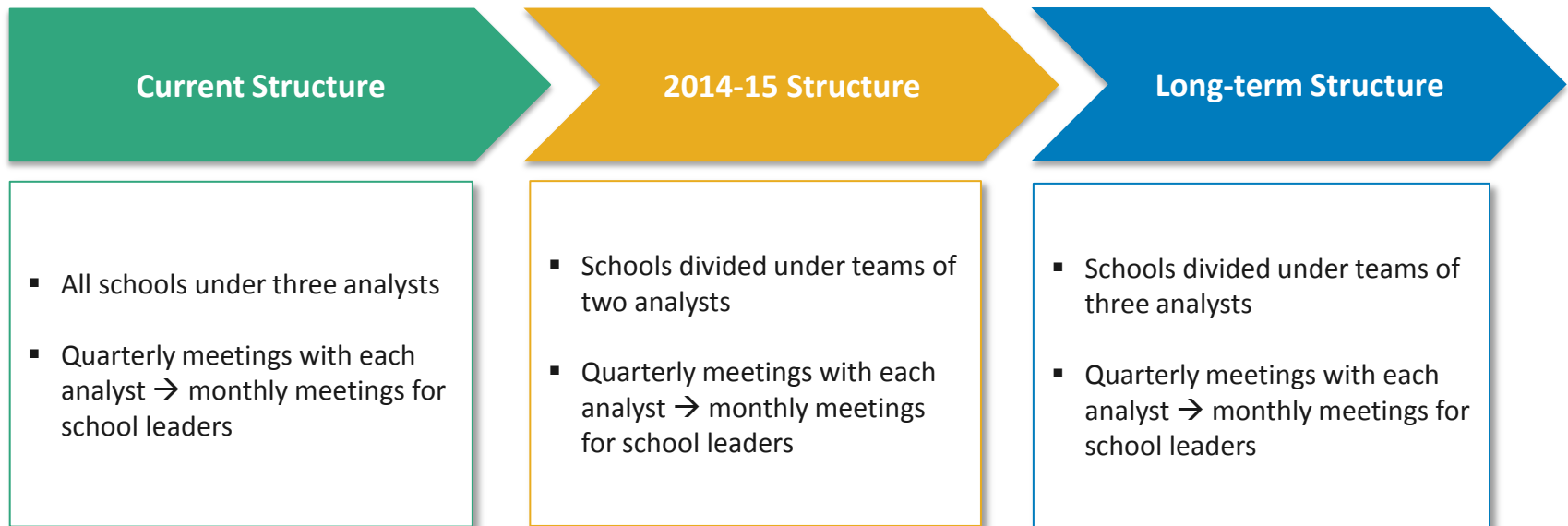
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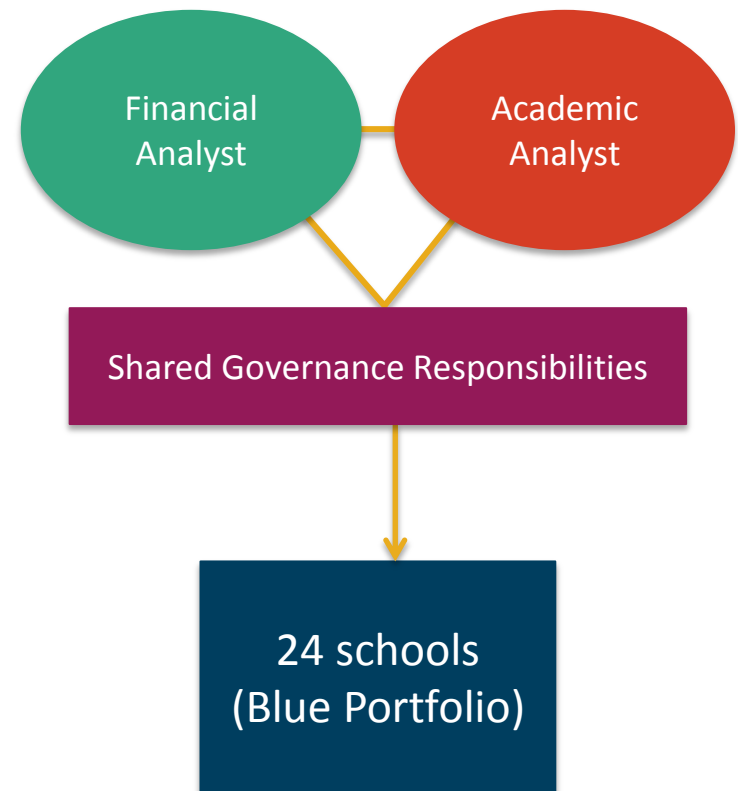
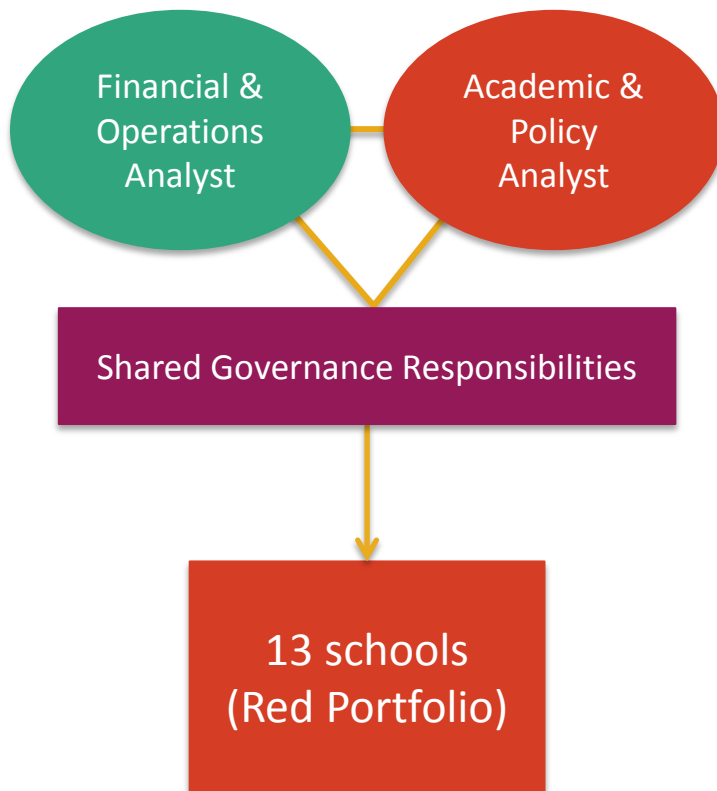
**OEI Updates & 2014-15 Meeting Calendar**

NWEA Presentation (Optional)

*OEI strongly believes in authorizer quality and performance, and is committed to serving you at a high level. In order to continue regular, transparent meetings and maintain oversight processes, our team structure will have to shift to accommodate the growing number of schools.*



*OEI strongly believes in **authorizer quality** and performance, and is committed to **serving you at a high level**. In order to continue regular, **transparent** meetings and **maintain oversight** processes, our **team structure** will have to **shift** to accommodate the growing number of schools.*



*Groups were assembled to allow for the least amount of divide between boards and networks.*

**Red Portfolio**

Fin/Ops Analyst: TBD

Acad/Policy Analyst: KH

**Blue Portfolio**

Financial Analyst: CHF

Academic Analyst: JG

## 2014-15 Meeting Calendar Structure



*The calendar structure will allow OEI staff to interface more **regularly with board chairs**, and calendar in time to **make analysts available to school leaders**.*

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
AAs	x			Office Hours		Office Hours	x		x	Office Hours/Chrs		Charter WS
FAs		x			x			x			x	
All			Chrs									

Board chair meetings do not currently appear on the calendar of meeting dates. Analysts will reach out to board chairs directly to schedule these meetings.

*OEI plans to host several events for school leaders, board chairs and financial personnel during the 2014-15 school year. We hope you'll join us!*

<b>Tues, Sept 23</b>	<ul style="list-style-type: none"><li>▪ Board Chair Meet &amp; Greet</li></ul>
<b>Wed, Oct 1</b>	<ul style="list-style-type: none"><li>▪ Fall Financial Roundtable</li></ul>
<b>Wed, Feb 25</b>	<ul style="list-style-type: none"><li>▪ School Leader Event – Topic TBD</li></ul>
<b>Wed, Apr 15</b>	<ul style="list-style-type: none"><li>▪ Spring Financial Roundtable</li></ul>
<b>Wed, May 6</b>	<ul style="list-style-type: none"><li>▪ Board Chair Event – Topic TBD</li></ul>
<b>Wed, June 3</b>	<ul style="list-style-type: none"><li>▪ 2015 Policy Briefing</li></ul>



*OEI commits to only rescheduling meetings due to **illness or emergency**. We ask that, in the same vein, you **identify conflicts now** and commit to rescheduling only under **dire circumstances**.*

### Action Steps

- Review meeting dates as soon as possible.
- Identify conflicts & notify the corresponding analyst **by July 1**.
- Accept your outlook invitations from analysts **by July 7**.
- **Board Chairs Only** – Look for an introduction email from your analyst **by July 15**. If you would like to schedule your meeting sooner, please reach out to your analyst via e-mail.



Action Steps

- Review n

- 

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st **by**  
each

- 

work

- Sub

ional goals

Don't leave  
without  
turning in your  
Exit Survey! 😊

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**NWEA Presentation (Optional)**



Northwest Evaluation Association

# Adaptive Assessments Promoting Student Engagement and Personalization

Kristy Smith  
NWEA-National Account Team

# Northwest Evaluation Association NWEA

*Research based, not-for-profit,  
mission-driven*

*6,800+ partners worldwide*

*Largest growth database: 4.5  
Billion+ records*

*Proprietary RIT Scale: Stable for  
20+ years*

*Key to our mission: 35+ years of  
research, advocacy*



# Assessment Components

## Measures of Academic Progress-MAP®

### *Reading*

- Grades 2-5
- Grades 6+

### *Language Usage*

### *Mathematics*

- Grades 2-5
- Grades 6+

### End-of-Course Assessments (Math)

### Science

- Grades 3-10

## MAP for Primary Grades- MPG®

### *Reading*

- Grades K-2

### *Mathematics*

- Grades K-2

### *Screening*

- Early Literacy
- Early Numeracy

### *Skills Checklists*

- Early Literacy
- Early Numeracy

# What info can you obtain MAP<sup>®</sup> & MPG<sup>®</sup> ?



- *Projected Proficiency- ACT, State Assessment*
- *Center on RTI at American Institute for Research-Approved Universal Screening Tool*
- *Gifted & Talented Screening/Identification*
- *Program placement guidelines*
- *Differentiated Instruction-group placement*
- *Diagnostic instructional level data*
- *Student growth data*
- *Normative data-Largest GRD in the World*
- *Growth trajectories*
- *Intake data on enrollment*
- *Grade, school and district-wide data*
- *Reading Lexile level*



# RIT Scale as a Yardstick

Rasch Unit

*Stable equal-interval scale*

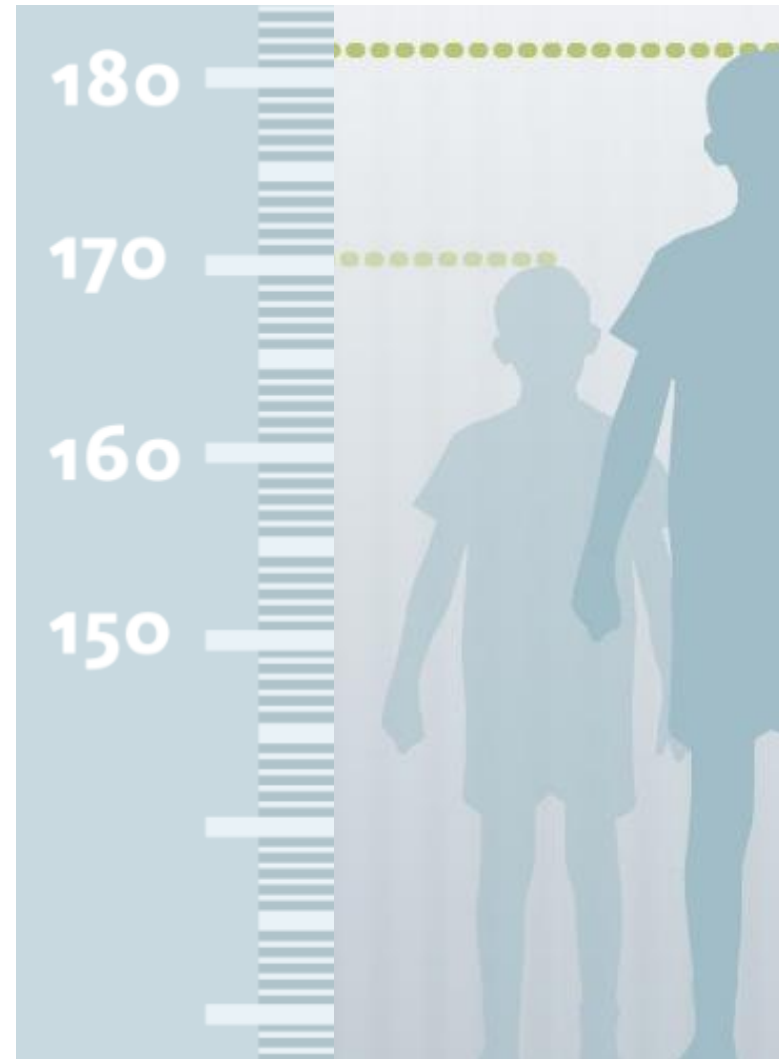
*Linked to curriculum*

*Achievement scale*

*Measures item difficulty*

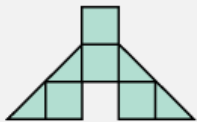
*Shows growth over time*

*Grade-independent*





What is the area?



- ☐ A. 3 square units
- ☐ B. 8 square units
- ☐ C. 4 square units
- ☐ D. 9 square units
- ☐ E. 6 square units

x

0

7	8	9	+
4	5	6	-
1	2	3	x
C	0	.	÷
=			



**Read the passage.**

The man in the corner pushed aside his glass, and leant across the table.

"Mysteries!" he commented. "There is no such thing as a mystery in connection with any crime, provided intelligence is brought to bear upon its investigation."

Very much astonished Polly Burton looked over the top of her newspaper, and fixed a pair of very severe, coldly inquiring brown eyes upon him.

....

She looked at him and frowned; the next moment she smiled. Miss Burton (of the Evening Observer) had a keen sense of humour, which two years' association with the British Press had not succeeded in destroying, and the appearance of the man was sufficient to tickle the most ultra-morose fancy. Polly thought to herself that she had never seen any one so pale, so thin, with such funny light-coloured hair, brushed very smoothly across the top of a very obviously bald crown. He looked so timid and nervous as he fidgeted incessantly with a piece of string; his long, lean, and trembling fingers tying and untying it into knots of wonderful and complicated proportions.

Having carefully studied every detail of the quaint personality Polly felt more amiable.

"And yet," she remarked kindly but authoritatively, "this article, in an otherwise well-informed journal, will tell you that, even within the last year, no fewer than six crimes have completely baffled the police, and the perpetrators of them are still at large."

"Pardon me," he said gently, "I never for a moment ventured to suggest that there were no mysteries to the *police*; I merely remarked that there were none where intelligence was brought to bear upon the investigation of crime."

**Which word most nearly means the same as "amiable" as it is used in this passage?**

- ☐ 1. confused
- ☐ 2. friendly
- ☐ 3. annoyed
- ☐ 4. joyous

# Item With Dropdown Lists

start 3 Win... Adobe... 2 Fire... Sent It... 8 Jasc Pa... Production Tools Development Tools Design Tools 3:52 PM

NWEA - TestTaker - Mozilla Firefox

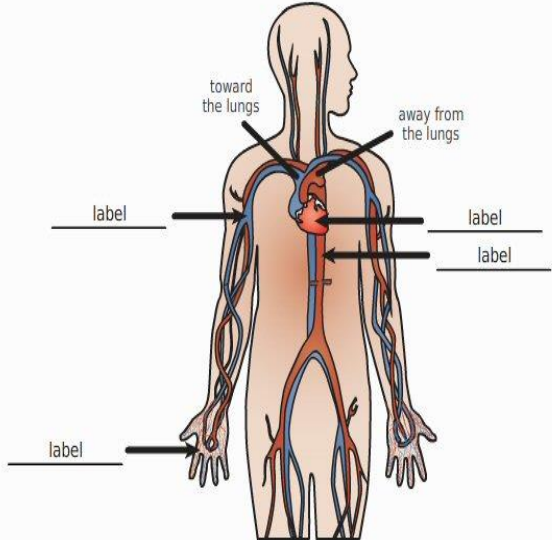
File Edit View History Bookmarks Tools Help

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Google

NWEA

Click on the underlined labels to select the correct name for each part of the circulatory system.



Sample Test Brown, Robert D. Question 2 of 8 Next

# Drag and Drop Items

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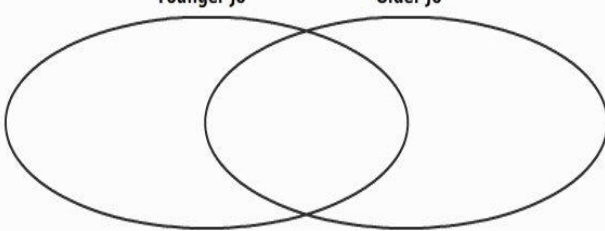
NWEA

**Read the passages. Drag and drop the descriptive words to fill in the Venn diagram comparing the first description of Jo to the second description of Jo. Put the descriptive words that show what has remained the same about Jo in both passages in the middle of the diagram.**

**Passage 1**

Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty, but it was usually bundled into a net, to be out of her way. Round shoulders had Jo, big hands and feet, a flyaway look to her clothes, and the uncomfortable appearance of a

**Younger Jo** **Older Jo**



wild long hair short hair tall coltish thin awkward tidy maternal observant calm

Sample Test Brown, Robert D. Question 4 of 8 Next



# Item With Animation

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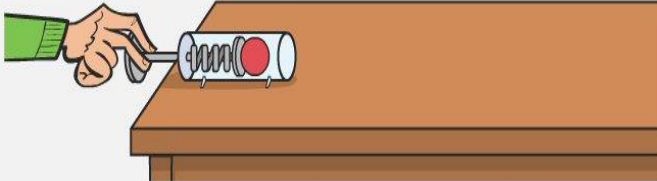
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NWEA

Ann uses a launcher to make a ball roll across the table. Click Ann's hand to see how she launches the ball and how the ball rolls across the table.



How does energy flow in this system?  
Describe the energy flow by moving the energy form that gets to the ball into each position shown.

Ann (just before pulling back the launcher handle)	→	Launcher (just before launching)	→	Ball (while rolling across the table)
<input type="text"/>		<input type="text"/>		<input type="text"/>

gravitational potential energy	elastic potential energy	stored chemical energy	heat (thermal) energy	kinetic (motion) energy
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Sample Test Brown, Robert D. Question 6 of 8 [Next](#)

# Polytomous Item

How did the invention of the telephone most affect the way people lived in the 1800s?

- ☐ A. Many people moved to the cities.
- ☐ B. Women got new jobs as operators.
- ☐ C. Communication became faster and easier.
- ☐ D. Travel by train was not necessary anymore.

# Scoring Explanation

Scoring Explanation for item 50014500		Justifications
Full credit	C. Communication became faster and easier	This is the correct answer. This demonstrates full understanding of the impact of the telephone in the 1800s.
Partial credit	B. Women got new jobs as operators	This is a partially correct answer. This demonstrates a partial understanding of the impact of the telephone in the 1800s. While women did have added employment opportunities, the impact of the telephone on communication is universal and ubiquitous.
No credit	Options A and D	







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